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ABSTRACT

Designed to provide information to articulation planners and present an indicator of total enrollment, this report presents data on the flow of students from Hart Union High School District to College of the Canyons (CoC), in California. The first section provides data for 1990-91 and 1991-92 on the number of Hart graduates and the percent by gender and ethnicity enrolling in CoC within 1 year of graduation, indicating that 1,472 students graduated from Hart in 1992, while 597 enrolled in CoC. Section 2 details the preparation of fall 1992 Hart graduates, including self-reported high school grade point averages (GPA's) of new first-time students compared to students from other California school districts; self-reported grades in last English and math classes; and mean scores on reading, writing, algebra readiness, intermediate algebra, and pre-calculus tests. The third section describes outcomes of Hart graduates at CoC as of spring 1993, including mean grade point average of Hart students compared to other students at CoC by total units attempted and by high school of origin. Finally, section 4 presents information on degrees and certificates awarded to Hart graduates from 1990 to 1993 by high school of origin and by discipline. Appendixes provide descriptions of the reading, grammar, and mathematics placement tests used at CoC. (KP)

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ED 376 911

College of the Canyons
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

WM. S. HART UNION HIGH SCHOOL DISTRICT
STUDENTS
AT
COLLEGE OF THE CANYONS

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February 1994

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1. Student Access: Transition from the Hart District

1. Student Access

1.2 Transition from high school. The percent of high school graduates enrolling within one year following graduation. High schools are one important source of Community College students. Information about the flow of students from high school to Community Colleges is useful to articulation planners and is a leading indicator of the eventual total number enrolling.

	Students	1990-91 Graduates		1991-92 Graduates	
		Number	Percent	Number	Percent
I.	Total Hart High School District Graduates	1,456	100.0%	1,472	100.0%
II.	Total Hart District students enrolled at COC within one year of graduation	586	100.0%	597	100.0%

The percent of Hart High School District graduates enrolling at College of the Canyons **within one year** following graduation increased slightly from 40 to 41% from 1991 to 1992.

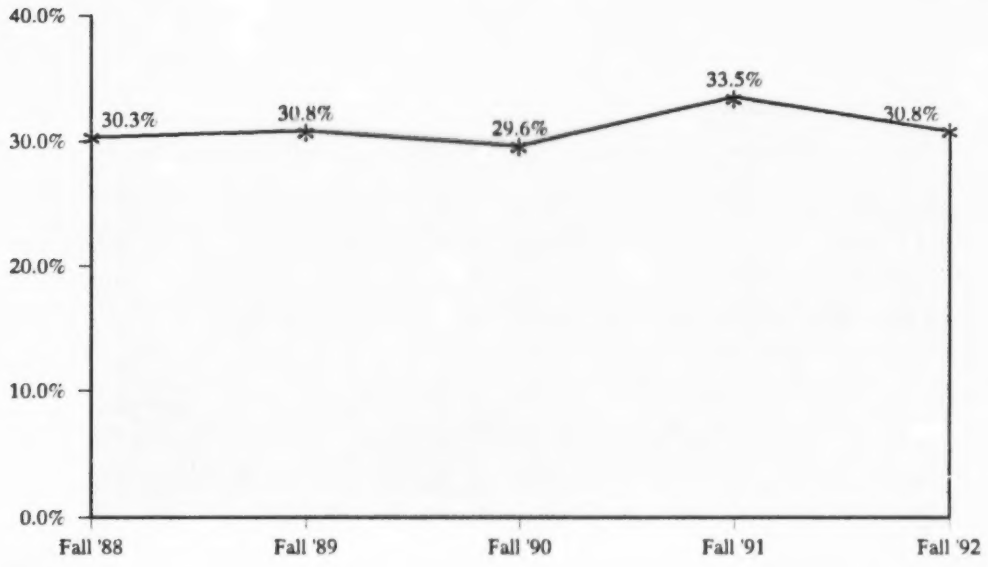
III.	**GENDER**				
	Women	286	48.8%	303	50.8%
	Men	300	51.2%	294	49.2%
IV.	**ETHNIC CATEGORY**				
	American Indian/ Alaskan Native	2	0.3%	5	0.8%
	Asian/Pacific Islander	18	3.1%	26	4.3%
	Black	18	3.1%	8	1.3%
	Filipino	8	1.4%	16	2.9%
	Hispanic	67	11.4%	91	15.2%
	White	468	79.9%	450	75.4%
	Other	5	0.8%	1	0.1%
	No Response	--	--	--	--

- High School last attended = Bowman/Canyon/Hart/Golden Oak/Saugus/Learning Post
- High School Graduation Date = Sept. 1990 or later for 1990-91 graduates
- Use Fall 1991 at COC and Spring 1992 enrollment - unduplicated enrollment.

1. Student Access

COMMITMENT TO QUALITY

1.2 Transition from high school. Percent of Hart High School District graduates enrolling at College of the Canyons the following fall, Fall 1988 to Fail 1992.



Enrolled at COC the following fall:	475	480	407	488	453
Total Hart District graduates from previous year:	1,569	1,555	1,373	1,456	1,472

The percentage of Hart High School District graduates **enrolling the subsequent fall term** at College of the Canyons has remained relatively stable from 1988 to 1992. The figure has ranged from a low of 30% in Fall 1988 and 1992 to a high of 34% in Fall 1991.

2. Preparation of Hart District Students

NOTE: While 453 Hart High School District students enrolled at College of the Canyons for the first time in Fall 1992, only 249 fully completed the Computerized Assessment and Placement Programs (CAPP) form during placement testing. The ensuing report is based upon these 249 responses.

Self-Reported High School Grade Point Average of New First-Time College Students, Hart High School District, Compared to Students from Other California School Districts, Fall 1992

High School Grade Point Average	Hart District		Other CA H.S. Students		Difference
	N	%	N	%	
A- to A (3.5 - 4.0)	11	4.6%	3	1.4%	+3.2%
B to A- (3.0 - 3.4)	43	18.1%	31	14.3%	+3.8%
B- to B (2.5 - 2.9)	60	25.3%	54	24.9%	+0.4%
C to B- (2.0 - 2.4)	63	26.6%	79	36.4%	-9.8%
C- to C (1.5 - 1.9)	50	21.1%	38	17.5%	+3.6%
D to C- (1.0 - 1.4)	9	3.8%	12	5.5%	-1.7%
Below D (0 - 0.9)	1	0.4%	0	0.0%	+0.4%
TOTAL	**237**	**100.0%**	**217**	**100.0%**	

Nearly half (48.1%) of the Hart High School District students entering the college for the first time in Fall 1992 had been "A" and "B"-level students (GPA of 2.5 and above) in high school. A smaller percentage (40.6%) of "A" and "B"-level students who attended high school outside the Hart District chose to enroll at COC.

Self-Reported Grade in Last English Class Completed by New First-Time College Students by Number of Years of H.S. English Completed, Fall 1992

Years of English Completed in High School/ High School	Percentage Grade Received in Last English Class					
	A	B	C	D	F	N
• Less Than 1 Year						
Hart School District	0	33.3%	33.3%	0	33.3%	3
Other California High Schools	0	33.3%	33.3%	33.3%	0	3
• One Year						
Hart School District	10.0%	20.0%	40.0%	30.0%	0	10
Other California High Schools	36.4%	9.1%	36.4%	18.2%	0	11
• Two Years						
Hart School District	0	42.1%	50.0%	7.9%	0	38
Other California High Schools	4.9%	29.3%	61.0%	4.9%	0	41
• Three Years						
Hart School District	13.4%	30.9%	46.4%	7.2%	2.1%	97
Other California High Schools	9.2%	40.0%	43.1%	7.7%	0	65
•Four Years						
Hart School District	21.1%	33.3%	35.6%	8.9%	1.1%	90
Other California High Schools	10.0%	45.0%	38.0%	6.0%	1.0%	100
TOTAL						
Hart School District	**13.9%**	**33.2%**	**42.4%**	**8.8%**	**1.7%**	**238**
Other California High Schools	**10.0%**	**38.6%**	**43.6%**	**7.3%**	**0.5%**	**220**

Nearly 80 percent (78.5%) of the Hart High School District students entering the college for the first time in Fall 1992 had completed three or more years of high school English. Of those 187 students, 92, or 49.2 percent, had received grades of either "A" or "B" in their last English class completed.

Self-Reported Grade in Last Math Class Completed by New First-Time College Students by Highest Level Math Class Completed, Fall 1992

Highest level math class completed/ High School	Percentage Grade Received in Last Math Class					
	A	B	C	D	F	N
• None						
Hart School District	0	0	50.0%	0	50.0%	2
Other California High Schools	0	0	0	0	0	0
• Basic Math (Arithmetic)						
Hart School District	15.6%	29.5%	41.8%	10.7%	2.5%	122
Other California High Schools	6.5%	24.7%	59.7%	7.8%	1.3%	77
• Algebra I (Beginning)						
Hart School District	13.9%	27.8%	44.3%	11.4%	2.5%	79
Other California High Schools	6.9%	26.4%	50.0%	13.9%	2.8%	72
• Geometry						
Hart School District	9.1%	36.4%	45.5%	9.1%	0	11
Other California High Schools	9.4%	25.0%	46.9%	18.8%	0	32
• Algebra II (Intermediate)						
Hart School District	20.0%	50.0%	10.0%	20.0%	0	10
Other California High Schools	3.7%	40.7%	37.0%	18.5%	0	27
• Trigonometry						
Hart School District	0	0	100.0%	0	0	1
Other California High Schools	33.3%	0	66.7%	0	0	6
• College Algebra/Pre-Calculus						
Hart School District	0	100.0%	0	0	0	1
Other California High Schools	0	0	100.0%	0	0	1
• Calculus						
Hart School District	50.0%	50.0%	0	0	0	2
Other California High Schools	0	0	0	0	0	0
TOTAL						
Hart School District	**14.9%**	**30.3%**	**41.2%**	**11.0%**	**2.6%**	**228**
Other California High Schools	**7.4%**	**26.5%**	**51.2%**	**12.6%**	**1.4%**	**215**

Nearly 54 percent (53.5%) of the Hart H.S. District students entering the college for the first time in fall 1992 had completed Basic Math (arithmetic) as their highest level math class. Another 34.6% reported that Algebra I (beginning) was their highest level class. Of the 201 students from Basic Math and Algebra I, 88, or 43.8%, had received grades of either "A" or "B" in their class. Only 25 of the new Hart District students, or 11.0%, had completed Geometry or a higher level math class in high school.

Highest Level Math Class Completed by How Long Ago Completed, Fall 1992

Highest level math class completed/ High School	Percentage					
	Currently Enrolled in Math	Less than 1 year	1 - 2 years	3 - 5 years	More than 5 years	N
• None						
Hart School District	0	0	0	50.0%	50.0%	2
Other California High Schools	0	0	0	0	0	0
• Basic Math (Arithmetic)						
Hart School District	10.7%	28.9%	42.1%	14.0%	4.1%	121
Other California High Schools	2.3%	5.8%	27.9%	9.3%	54.7%	86
• Algebra I (Beginning)						
Hart School District	8.4%	30.1%	39.8%	14.5%	7.2%	83
Other California High Schools	1.4%	19.2%	38.4%	13.7%	27.4%	73
• Geometry						
Hart School District	9.1%	36.4%	27.3%	9.1%	18.2%	11
Other California High Schools	0	32.4%	35.3%	17.6%	14.7%	34
• Algebra II (Intermediate)						
Hart School District	40.0%	20.0%	40.0%	0	0	10
Other California High Schools	3.6%	39.3%	17.9%	7.1%	32.1%	28
• Trigonometry						
Hart School District	0	0	100.0%	0	0	1
Other California High Schools	0	16.7%	33.3%	16.7%	33.3%	6
• College Algebra/Pre-Calculus						
Hart School District	100.0%	0	0	0	0	1
Other California High Shools	0	0	100.0%	0	0	1
• Calculus						
Hart School District	100.0%	0	0	0	0	2
Other California High Schools	0	0	0	0	0	0
TOTAL						
Hart School District	**12.1%**	**28.6%**	**39.8%**	**13.4%**	**6.1%**	**231**
Other California High Schools	**1.8%**	**18.4%**	**31.6%**	**11.8%**	**36.4%**	**228**

Forty percent (40.7%) of the Hart High School District students entering the college for the first time in fall 1992 had completed their highest level math class less than one year ago. Another 39.8% had completed their math class between one and two years ago.

Mean Score of Hart District Students on Reading Placement Test, by Number of Years of English Completed in High School by Grade Received in Last English Class, Fall 1992

Range of Possible Scores: 0-35

Years of High School English Completed/ Grade in Last English Class	Mean Score N	Mean
Less than 1 year		
A	-	-
B	1	13.0
C	1	11.0
D	-	-
F	1	26.0
1 Year		
A	1	14.0
B	2	17.5
C	4	17.0
D	3	23.0
F	-	-
2 Years		
A	-	-
B	16	22.0
C	19	18.4
D	3	14.0
F	-	-
3 Years		
A	13	20.5
B	30	20.7
C	45	21.5
D	7	22.1
F	2	13.0
4 Years		
A	19	23.7
B	30	22.2
C	32	21.8
D	8	22.9
F	1	12.0
TOTAL	**238**	**21.1**

Based on the scores received on the Reading Placement test, 30.5 percent of the Hart High School District students entering the college for the first time in fall 1992 were eligible for college-level English.

Mean Score of Hart District Students on Writing Placement Test, by Number of Years of English Completed in High School and by Grade Received in Last English Class, Fall 1992

Range of Possible Scores: 0-40

Years of High School English Completed/ Grade in Last English Class	Mean Score N	Mean
Less than 1 year		
A	-	-
B	1	14.0
C	1	15.0
D	-	-
F	1	19.0
1 Year		
A	1	17.0
B	2	18.0
C	4	18.0
D	3	16.7
F	-	-
2 Years		
A	-	-
B	16	25.0
C	19	22.4
D	3	18.0
F	-	-
3 Years		
A	13	25.2
B	30	23.0
C	45	22.0
D	7	22.4
F	2	15.5
4 Years		
A	19	24.9
B	30	24.5
C	32	22.7
D	8	21.4
F	1	22.0
TOTAL	**238**	**22.8**

Based on the scores received on the Writing Placement test, 9.6 percent of the Hart High School District students entering the college for the first time in fall 1992 were eligible for college-level English.

Mean Score on Algebra Readiness Test by Grade Received in Highest Level Math Class Completed, Fall 1992

Range of Possible Scores: 0-50

Highest Level math class completed	Grade Received A	B	C	D	F	Cases
• None	-	-	9.0 (1)	-	7.0 (1)	2
• Basic Math	27.9 (19)	24.5 (36)	18.3 (51)	20.2 (13)	19.3 (3)	122
• Algebra I	31.5 (11)	28.3 (22)	28.2 (35)	26.6 (9)	37.5 (2)	79
• Geometry	33.0 (1)	36.0 (4)	35.6 (5)	25.0 (1)	-	11
• Algebra II	45.5 (2)	41.8 (5)	32.0 (1)	22.5 (2)	-	10
• Trigonometry	-	-	34.0 (1)	-	-	1
• College Algebra/Pre-Calculus	-	44.0 (1)	-	-	-	1
• Calculus	48.0 (1)	47.0 (1)	0	0	0	2
TOTAL:	**31.3 (35)**	**28.5 (71)**	**23.0 (96)**	**23.0 (26)**	**23.3 (6)**	**234**

Based on the scores received on the Algebra Readiness Test, 21.3 percent of the Hart High School District students entering the college for the first time in fall 1992 possess the math skills needed for Elementary Algebra (Math 060), the minimum level math course needed for college graduation.

Mean Score on Elementary Algebra Test by Grade Received in Highest Level Math Class Completed, Fall 1992

Range of Possible Scores: 0-50

Highest Level math class completed	Grade Received A	B	C	D	F	Cases
• Algebra I	-	28.5 (2)	23.0 (3)	-	-	5
• Geometry	-	-	28.0 (1)	-	-	1
• Trigonometry	-	-	18.0 (1)	-	-	1
TOTAL:	-	**28.5 (2)**	**23.0 (7)**	-	-	**7**

Based on the scores received on the Elementary Algebra Test, none of the seven Hart High School District students entering the college for the first time in fall 1992 were fully prepared for Geometry (Math 063) or Intermediate Algebra (Math 070).

Mean Score on Intermediate Algebra Test by Grade Received in Highest Level Math Class Completed, Fall 1992

Range of Possible Scores: 0-45

Highest Level math class completed	Grade Received A	B	C	D	F	Cases
• Algebra I	-	21.0 (1)	-	-	-	1
• Geometry	16.0 (1)	-	12.0 (1)	-	-	2
• Algebra II	34.5 (2)	34.7 (3)	-	-	-	5
• College Algebra/Pre-Calculus	-	32.0 (1)	-	-	-	1
TOTAL:	**28.3 (3)**	**31.4 (5)**	**12.0 (1)**	-	-	**9**

Based on the scores received on the Intermediate Algebra Test, 33.3 percent of the Hart High School District students entering the college for the first time in fall 1992 were prepared for Trigonometry (Math 102), College Algebra (Math 103), Introductory Statistics (Math 140) or Math Analysis for Business and Social Science (Math 240).

Mean Score on Pre-Calculus Test by Grade Received in Highest Level Math Class Completed, Fall 1992

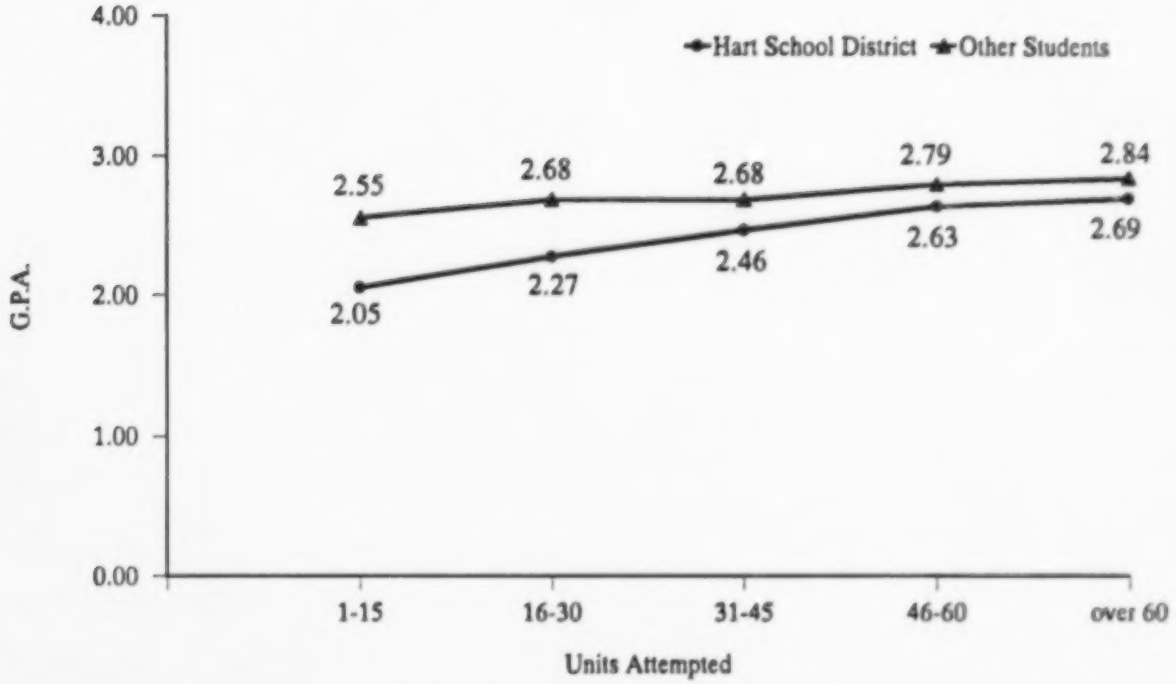
Range of Possible Scores: 0-40

Highest Level math class completed	Grade Received A	B	C	D	F	Cases
• Calculus	-	27.0 (1)	-	-	-	1
TOTAL:	-	**27.0 (1)**	-	-	-	**1**

Only one Hart High School District student took the highest level math placement test. The student did not score high enough to be fully prepared for Introductory Statistics (Math 140), Calculus I (Math 211), or Math Analysis for Business and Social Science (Math 240).

3. Student Success: Grade Point Average at College of the Canyons

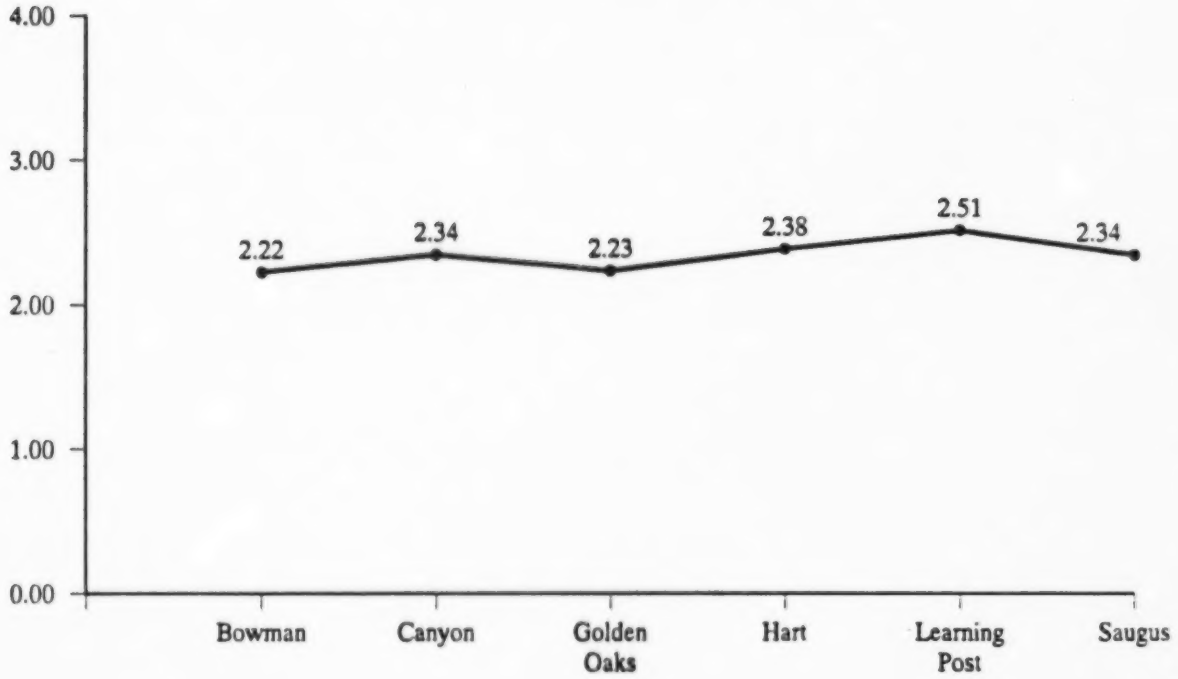
Mean Grade Point Average of Hart District Students at College of the Canyons Compared to Other Students, by Total Units Attempted, Spring 1993



Units Attempted	Hart School District N	Hart School District GPA	Other Students N	Other Students GPA	All Students N	All Students GPA
1 to 15 units	588	2.05	1,352	2.55	1,940	2.40
16 to 30 units	597	2.27	644	2.68	1,241	2.48
31 to 45 units	314	2.46	414	2.68	728	2.58
46 to 60 units	292	2.63	403	2.79	695	2.72
over 60 units	325	2.69	488	2.84	813	2.78
TOTAL	**2,116**	**2.35**	**3,301**	**2.66**	**5,417**	**2.54**

The following students were excluded: 853 students with AA degrees or higher and 322 students who dropped all classes.

Mean Grade Point Average of Hart District Students at College of the Canyons by High School of Origin and by Total Units Attempted, Spring 1993

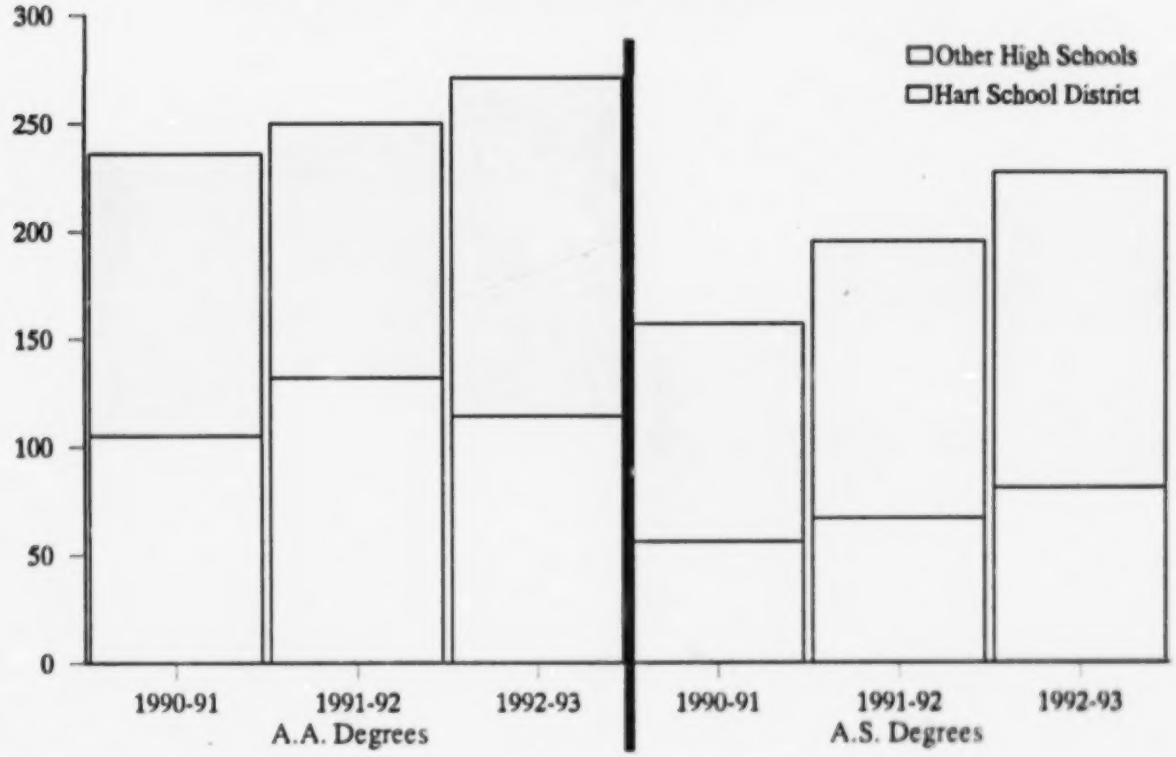


	Hart High School District											
	Bowman		Canyon		Gldn. Oaks		Hart		Lrn. Post		Saugus	
Units Attempted	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
1 to 15 units	36	2.06	158	2.00	11	1.92	180	2.07	20	2.11	183	2.09
16 to 30 units	10	2.25	187	2.26	4	2.01	182	2.29	11	2.86	203	2.24
31 to 45 units	9	2.32	108	2.45	2	3.06	92	2.47	7	2.95	96	2.41
46 to 60 units	3	3.32	93	2.62	1	2.70	95	2.70	2	3.17	98	2.54
over 60 units	1	3.40	96	2.66	4	2.77	116	2.66	2	2.39	106	2.73
TOTAL	**59**	**2.22**	**642**	**2.34**	**22**	**2.23**	**665**	**2.38**	**42**	**2.51**	**686**	**2.34**

The following students were excluded: students with AA degrees or higher and students who dropped all classes.

4. Student Success: Degrees and Certificates Awarded

Degrees Awarded by High School of Origin



School/Degrees	1990-91		1991-92		1992-93	
	N	%	N	%	N	%
Hart School District						
A.A.	105	65.2%	132	66.3%	114	58.5%
A.S.	56	34.8%	67	33.7%	81	41.5%
Other High Schools						
A.A.	131	56.5%	118	48.0%	157	51.8%
A.S.	101	43.5%	128	52.0%	146	48.2%
Total						
A.A.	243	59.7%	253	56.0%	271	54.4%
A.S.	164	40.3%	199	44.0%	227	45.6%
	* 14 missing cases		* 7 missing cases			

Degrees Awarded by Discipline to Former Hart District Students

Discipline	1990-1991 N	1991-1992 N	1992-1993 N	1990-1993 Percent Change
Biological Sciences	2	6	8	+300.0%
Business & Management	29	28	28	-3.4%
Communications	-	3	3	+100.0%
Computer & Information Science	1	1	1	0.0%
Education	-	1	-	0.0%
Engineering & Related Technologies	4	4	3	-25.0%
Fine & Applied Arts	2	-	2	+50.0%
Foreign Languages	2	1	3	+50.0%
Health	3	3	4	+25.0%
Humanities	-	-	-	0.0%
Mathematics	34	36	43	+26.5%
Physical Sciences	1	-	1	0.0%
Public Affairs & Services	7	15	15	+114.3%
Social Sciences	44	53	50	+13.6%
Commercial Services	-	-	-	0.0%
Interdisciplinary Studies	32	48	34	+6.3%
TOTAL	**161**	**199**	**195**	**+21.1%**

Certificates Awarded by High School of Origin, 1990 - 1993

1990-91

	Hart School District		Other High Schools		Total	
	N	%	N	%	N	%
• Requiring less than one year (less than 30 units)	133	75.1%	541	72.7%	685	73.0%
• Requiring from one to less Than two years (30-59 units)	0	-	0	-	0	-
• Requiring two or more years (60+ units)	44	24.9%	203	27.3%	253	27.0%
TOTAL	**177**	**100.0%**	**744**	**100.0%**	**938***	**100.0%**

* The "Last High School Attended" was unknown for 17 students.

1991-92

	N	%	N	%	N	%
• Requiring less than one year (less than 30 units)	161	88.5%	492	91.3%	656	90.6%
• Requiring from one to less Than two years (30-59 units)	1	0.5%	10	1.9%	11	1.5%
• Requiring two or more years (60+ units)	20	11.0%	37	6.8%	57	7.9%
TOTAL	**182**	**100.0%**	**539**	**100.0%**	**724***	**100.0%**

* The "Last High School Attended" was unknown for 3 students.

1992-93

	N	%	N	%	N	%
• Requiring less than one year (less than 30 units)	117	92.1%	525	93.3%	643	93.1%
• Requiring from one to less Than two years (30-59 units)	7	5.5%	18	3.2%	25	3.6%
• Requiring two or more years (60+ units)	3	2.4%	20	3.5%	23	3.3%
TOTAL	**127**	**100.0%**	**563**	**100.0%**	**691***	**100.0%**

* The "Last High School Attended" was unknown for 1 student.

Certificates Awarded by Discipline to Former Hart District Students

Discipline	1990-1991 N	1991-1992 N	1992-1993 N	1990-1993 Percent Change
Biological Sciences	-	-	-	0.0%
Business & Management	66	65	24	-6.1%
Education	46	63	24	-47.8%
Engineering & Related Technologies	31	39	14	-54.8%
Health	16	9	2	-87.5%
Public Affairs & Services	18	5	9	-50.0%
Social Sciences	-	1	-	0.0%
Interdisciplinary Studies	=	=	16	+100.0%
TOTAL	**177**	**182**	**127**	**-28.2%**

Appendix

Description of Placement Tests

College of the Canyons

Placement Tests Used in Fall 1992

1. **Reading**
   Comparative Guidance and Placement Program of the College Board

The Reading test contains 35 multiple choice questions based on 8 reading passages. These selections, based on contemporary writers, deal with natural sciences, social sciences, and general and current issues and are either straightforward reporting, persuasive writing, or narration. Questions measure the students' comprehension of ideas and specific details, and their ability to make inferences and extract the meaning of vocabulary in context.

Scores differentiate among students who are adequately prepared for a college's academic work and those who may need developmental work, and they are useful in placing students in appropriate English courses. Specific abilities tested are as follows:

Specific Abilities in Reading:
Understanding the main idea
Understanding the secondary idea
Ability to make inferences
Understanding vocabulary in context

Source: CGP Test Manual.

The cut scores for the Reading placement test were as follows:

LEVEL	SCORES	RECOMMENDED PLACEMENT	
1	0 - 12	English 010	College Skills: Reading
2	13 - 19	English 034	Reading Skills
3	20 - 25	English 080	Introduction to Literature
4	26 - 35	English 101	English Composition and Literature

This placement test is no longer used by College of the Canyons. In Spring 1993, the college began using the Reading Test (Form A) of the College Board Assessment and Placement Services for Community Colleges (APS).

2. **Grammar**
Comparative Guidance and Placement Program of the College Board

The Written English Expression test contains 40 multiple choice questions to measure a student's ability to do the kind of writing usually required of students in colleges. The items require the student to recognize errors in grammar, usage, choice of words, and idiom. The test emphasizes correctness of expression along with other kinds of writing problems. Since many faculty stress aspects of writing other than correctness, such as style, the test places emphasis on the structure of the sentence, on the logical relationship of items, and on the clear expression of ideas.

A student who scores high on this test is likely to be one who can write correctly and effectively. Godshalk, et al. (1966) found that such scores are closely related to scores on essay tests that have been rated by a number of independent readers, and Breland (1977) confirmed this finding. Written English Expression scores facilitate placement in English courses and contribute to predictions of success in areas that require competence in writing. Below are shown the specific components of the test.

Specific Components of Written English Expression:
Sentence recognition
Sentence structure
Pronoun problems
Language and style
Verb problems
Logic
Recognition of error-free construction

Source: CGP Test Manual.

The cut scores for the Written English Expression test were as follows:

LEVEL	SCORES	RECOMMENDED PLACEMENT	
1	0 - 12	English 011	College Skills: Grammar and Writing
2	13 - 19	English 035	Sentence Writing
3	20 - 30	English 090	Writing Skills
4	31 - 40	English 101	English Composition and Literature

This placement test is no longer used by College of the Canyons. In Spring 1993, the college began using the Writing Test (Form A) of the College Board Assessment and Placement Services for Community Colleges (APS).

3. **Mathematics**

Mathematics Diagnostic Testing Project of The California State University/University of California (MDTP)

The college uses the following four MDTP tests:

Algebra Readiness Test
Elementary Algebra Test
Intermediate Algebra Test
Precalculus Test

Brief Description of the MDTP Tests

MDTP tests are offered at four levels. Tests at the most elementary level measure readiness for a first course in algebra. At the next level, tests measure readiness for a second year algebra course. Tests at the third level measure readiness for courses that have second year algebra as a prerequisite, especially precalculus courses. Calculus readiness tests are the most advanced tests offered by MDTP. For each level, the number of questions on available forms, suggested minimum times, and topic areas are listed in this section.

Algebra Readiness Test
50 items - 45 minutes

- Integers, their operations and applications
- Fractions, their operations and applications
- Decimals, their operations and applications
- Exponents and Square Roots
- Simple Equations and Operations with Literal Symbols
- Geometry and Graphing

Elementary Algebra Test (A Readiness Test for Second Year Algebra)
50 items - 50 minutes

- Arithmetic Operations
- Polynomials
- Linear Equations and Inequalities
- Quadratic Equations
- Graphing
- Rational Expressions
- Exponents and Square Roots
- Geometry

Intermediate Algebra Test (A Readiness Test for Precalculus)
45 items - 50 minutes

- Elementary Operations (including substitutions, simple proportional reasoning, and absolute value)
- Rational Expressions
- Exponents and Radicals
- Linear Equations and Inequalities
- Quadratic Polynomials, Equations, and Inequalities
- Graphing
- Logarithms and Functions

Precalculus Test (A Readiness Test for Calculus)
60 items - 90 minutes (also available are 40 items - 60 minutes forms)

- Rational Expressions
- Exponents and Radicals
- Linear Equations and Inequalities; Absolute Value
- Polynomials and Polynomial Functions
- Functions
- Trigonometry
- Logarithmic and Exponential Functions
- Geometry

Source: MDTP Test Manual.

The cut scores for the Algebra Readiness Test are as follows:

SCORES	RECOMMENDED PLACEMENT
35 - 50	Fully prepared for Math 060 - Elementary Algebra
30 - 34	Needs some review for Math 060.
26 - 29	Needs much review for Math 060. Enroll in Math 025 - Arithmetic or Math 057 - Algebra Preparation I
25 and below	Math 025 - Arithmetic

The cut scores for the Elementary Algebra Test are as follows:

SCORES	RECOMMENDED PLACEMENT
35 - 50	Fully prepared for Math 063 - Geometry or Math 070 - Intermediate Algebra
30 - 34	Needs some review for Math 063 or Math 070
26 - 29	Needs much review for Math 070. Enroll in Math 060
25 and below	Math 060 or Math 025

The cut scores for the Intermediate Algebra Test are as follows:

SCORES	RECOMMENDED PLACEMENT
33 - 45	Fully prepared for: Math 102 - Trigonometry Math 103 - College Algebra Math 140 - Introductory Statistics Math 240 - Math Analysis for Business and Social Science
28 - 32	Needs some review for Math 102, 103, 140 or 240
24 - 27	Needs much review for Math 102, 103, 140 or 240. Enroll in Math 070
23 and below	Math 060 or 063

The cut scores for the Precalculus Test are as follows:

SCORES	RECOMMENDED PLACEMENT
28 - 40	Fully prepared for: Math 140 - Introductory Statistics Math 211 - Calculus I Math 240 - Math Analysis for Business and Social Science
27	Needs some review for Math 140, 211 or 240
24 - 26	Needs much review for Math 140, 211 or 240. Enroll in Math 102 or 103
23 and below	Math 060, 063, 070, 102 or 103